

MISSISSIPPI SOUTHERN COLLEGE

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BULLETIN



EXTENSION DIVISION

Class Instruction and Correspondence Study

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PLACEMENT BUREAU

The Mississippi Southern College maintains an active program of teacher placement and attempts to keep in constant touch with the demands and requirements of the schools of the state and with the qualifications of its graduates who are trained for the teaching profession. A secretary is employed full time in actively furthering the service of the Bureau. The College has many calls for rural, elementary, high school teachers, and teachers of special subjects. Those students who have made good records in their fields and in the training schools are always in demand. The Placement Bureau endeavors to serve the graduates and the schools of the state by selecting carefully those whom it recommends to various positions.

A carefully organized system of records pertaining to the student's work in both his academic and professional courses is on file. Confidential information organized in the most approved form for the convenience of school officials is available on a short notice.

Student credentials supply the following data relative to each candidate; (1) teaching experience in the public schools; (2) the curriculum pursued; (3) number of college hours in major and minor fields; (4) academic record in college; (5) comments from critic teachers, instructors, and various superintendents under whom the student has taught, also character references.

Any person interested may secure further information from the Director of the Placement Service at The Mississippi Southern College.

SOUTH MISSISSIPPI AUDIO-VISUAL FILM COOPERATIVE

More than seventy schools in South Mississippi have joined in establishing a film cooperative, which is housed in the Extension Division of Mississippi Southern College. Each member of the cooperative buys sound films and places them in the library. The number of films deposited is based on the average daily attendance of the school. We have more than 700 reels of sound film in the library. Mississippi Southern furnishes a secretary to repair and rotate the films each week.

Any school in South Mississippi wishing to join the cooperative should write to the Director, Extension Division, Mississippi Southern College, for information.

RESIDENT CENTER COURSES

Mississippi Southern College desires to make its facilities available to the citizens of the state in the most usable form. To this end, centers that provide facilities for courses carrying residence credit are to be established as the need justifies the approval of these centers by the Board of Trustees.

The first of these Resident Centers was opened at Meridian in December, 1948. It is hoped that others can be established soon.

Purpose: Resident Centers are established to provide opportunity for students to earn resident college credit without having to travel to the main college campus. Adequate classroom and library

facilities will be provided so that both day and evening courses are available. Courses will not be limited to the needs of teachers and prospective teachers, but will also include courses in adult education, as the demand justifies. Some graduate courses will be available in the teaching field.

Credits: Courses will carry the same credit as when offered on the campus, and will require the same number of hours of classroom attendance. Students will be required to submit proper transcripts to qualify for a course, exactly as though registering on the campus. Transcripts of high school or previous college work should be sent to the Registrar, Mississippi Southern College, Station A, Hattiesburg, Mississippi.

Registration: All students will be expected to register on the opening day of each quarter. Those registering late will be charged a late registration fee of \$2.

Fees: A fee of \$4 per credit hour will be charged for each course. An additional charge of \$1 per credit hour will be made to cover the use of library facilities. Thus, a course carrying 4 quarter hours credit will require a total payment of \$20 at the time of registration.

EXTENSION OFFERINGS

The offerings of the Division of Extension are of three general types as follows:

A. Extension work by class instruction in college courses where the teacher meets the classes at some study center provided by the class.

B. Extension work by correspondence in college courses where the student works out written assignments which are sent by mail to the Correspondence Department. These assignments are graded by the instructor handling the course, and the grades are recorded in the Correspondence Department.

C. Extension work by correspondence in high school subjects where a high school student works out assignments which are sent by mail to the Correspondence Department. These assignments are graded by an instructor in the Demonstration High School or Mississippi Southern College. The grades are recorded in some high school in South Mississippi by consent of the high school superintendent of that school.

The work of the Extension Division is organized to conform to the regulations of the Southern Association of Colleges and Secondary Schools and the regulations of the National Extension Association of Teachers Colleges.

EXTENSION CLASS STUDY

1. Mississippi Southern College is anxious to serve the teachers of Mississippi through the extension classes and workshops. Arrangements have been made to offer by extension any course included in the regular college catalogue on condition that satisfactory library and laboratory facilities are available. In the Departments of Health, English, Education, Psychology, Geography, History, and

Social Science, it is possible to offer a number of courses without special library arrangements other than those available through the college.

2. Any person qualified to profit by an extension course may be admitted to the classes for non-credit study. However, those who expect college credit for a course must meet regular admission requirements. Students will not be permitted to do extension work during regular attendance at any college.

3. Extension classes spend the same number of hours in recitation as are required for the same course taken in residence. No extension class may meet for more than sixteen hours in one week or four hours in one day. No extension course may continue after the opening of the second term of the spring quarter.

4. Any person wishing an extension center to be organized should send a written request to the Extension Division at Mississippi Southern College and also to his city superintendent or county superintendent. It is hoped that city superintendents and county superintendents will have their teachers express their desires for extension offerings to them so that arrangements may be made with the Extension Division to offer the desired course. It is desired that at least twenty persons should agree upon the same course before the college can send an extension teacher.

5. The registration fee for extension is \$3.00 per quarter hour. A four quarter hour course will cost \$12.00.

6. The Mississippi Southern College Bookstore will sell or rent the books to students taking extension work. The rental fee is \$1.50 per book.

7. No student may register in an extension course after the second meeting. All fees are to be paid not later than the second meeting of the course.

8. Fees are not transferable.

CORRESPONDENCE STUDY

GENERAL REGULATIONS

1. The matriculation fee for a correspondence course is \$3.00 per quarter hour. Thus, the fee for a four hour course is \$12.00, for a three hour course \$9.00, and for a two hour course \$6.00.

2. The Mississippi Southern College Bookstore will sell or rent the books to students taking correspondence courses. The rental fee is \$1.50 per book for a three month period. Any correspondence about books should be addressed to the Mississippi Southern College Bookstore, Station A, Hattiesburg, Mississippi and not to the Extension Division.

3. Fees are not returnable after lesson assignments have gone out of the correspondence office. Fees are not transferable.

4. If credit is desired, the student must meet the usual college entrance requirements and the course prerequisites. Only those courses numbered below one hundred are open to students of freshman or sophomore rank.

Freshman courses are numbered 1 through 49.

Sophomore course are numbered 50 through 99.

Junior courses are numbered 100 through 149.

Senior courses are numbered 150 through 199.

5. No more than forty-eight quarter hours earned in extension and correspondence may be counted toward a degree from Mississippi Southern College. All of the forty-eight hours may be earned by extension or all of the forty-eight hours may be by correspondence or in any combination of the two as long as the total is not more than forty-eight quarter hours.

6. Students seeking enrollment for correspondence study courses are required to fill out an application blank for each course desired.

7. Textbooks are ordered by the student from the college bookstore or from the publishers whose names and addresses are listed on the first assignment sheet.

8. The maximum time for the completion of a four hour course (twenty-four lessons) is one year from the date of acceptance of the application. For reasons considered adequate by the Extension Division this time may be extended one time only for three months upon payment of a fee of \$3.00. Applications for extension of time should be accompanied by the fee for such extension. No such application can be considered unless received before the date of expiration of the course.

9. No student will be permitted to rush through a correspondence course for any reason.

10. The minimum time for the completion of a course is one month from the date of beginning work, provided assignments are sent in two or three at a time at regular intervals proportionately spaced over the minimum time.

11. No work may be done by correspondence while a student is in attendance at any institution of learning unless he has written permission of the dean of his college. It must be understood that if

correspondence is allowed while in residence, it becomes a part of the student's load for the quarter, and this work must be completed within that quarter. Examinations on a course must be taken during the time of the regular examinations for the quarter.

12. A student should not enroll for more than one course at a time.

13. As the lessons are completed, the student mails or brings them to the Extension Division for correction by the instructor.

14. No credit will be allowed on a course which is completed in less than the minimum time of four weeks, exclusive of the time the student may be engaged in residence work at any institution.

15. Credit will not be allowed when there is evidence that unfair assistance has been obtained either on the lessons or the final examination.

16. Two persons from the same school community or the same family are requested not to register for the same course because persons taking correspondence courses are not to work together.

17. Several students have failed their courses because they have copied their notes or from the textbook during the examination. The examination is to be taken under a city superintendent or a county superintendent and without the use of notes or the textbook.

18. Several persons taking correspondence have failed during the past year because they have worked up their assignments too rapidly and have not studied the textbook thoroughly enough so that they could pass the examination on the course.

19. The Correspondence Department is not responsible for lessons lost in the mail due to insufficient postage or otherwise.

20. Teachers in service will not be allowed to complete more than eight quarter hours per quarter. Correspondence work and extension may be taken at the same time if the rule that no more than eight quarter hours may be taken in any one quarter is observed.

RULES FOR PREPARATION OF ASSIGNMENTS

1. Use 8½x11 light weight typing paper. Envelopes addressed to the Division of Extension are sent with the outline of the course. The lessons must be mailed in these envelopes, three or more assignments to an envelope.

2. In preparing the recitation, observe carefully the following rules:

- a. Write on one side of the paper only.
- b. Write with ink or use typewriter.
- c. Leave a margin of one inch on the left side of the paper.

3. Write your name and address, the name of the course, and number of the recitation paper at the top of the first page of each lesson.

4. The recitation paper must contain only the lesson; all business and other communications must be written on a separate sheet and mailed in a separate envelope. We are not responsible for any delay caused by letters being enclosed in assignments.

5. At the end of the course, return all assignment sheets together with the last lesson.

MAILING OF LESSONS

1. In the upper left corner of the envelope addressed "Department of Extension", in which the recitation paper is enclosed, write your full name and address.

2. In the lower left corner of the envelope, write the name of the course and numbers of the assignments.

3. Have your lessons weighed before mailing; be sure there is enough postage on them. When the postage is insufficient, the lessons will not be accepted by the Extension Division until full postage has been paid.

EXAMINATION INSTRUCTIONS

1. The lesson assignments are intended to assist the student in preparation for the examination.

2. Upon completion of the assignments the student must immediately take up with the Correspondence Department arrangements for the examination.

3. Final examinations are held either by regular instructors of Mississippi Southern College, instructors in other institutions of higher learning, county superintendents, or superintendents of independent districts selected by the student and approved by the Director of Correspondence. A student may defer examination on a completed course until he enters the college for residence work, in which case the examination must be taken within one week after the student registers. Permission to so defer should be requested in writing.

4. A student may not spend more than three hours on the examination.

5. Before beginning the examination, all books and papers must be removed from the desk except the examination papers.

6. The student must use ink when writing the examination.

7. No second examination will be given.

DESCRIPTION OF COURSES OFFERED BY CORRESPONDENCE

COMMERCE

55—PRINCIPLES OF ECONOMICS. Four hours. Mr. Harlan.

A study of the fundamental principles of economics underlying the present economic organization. The laws governing the consumption, the production, the distribution, and the exchange of wealth with attention to the problems of monopoly, nature of human wants, and business organizations. A practical course for rural communities.

Textbook: *ECONOMIC PRINCIPLES, PROBLEMS, AND POLICIES* by William H. Kiekhofer, 3rd edition, D. Appleton Century Co., New York, N. Y., 1946.

107—ECONOMICS OF CONSUMPTION. Four hours. Mr. Harlan.

The objectives of this course are to give the student an understanding of the economic principles or laws that govern consumption and to present facts relating to American standards of living and consumption habits. Some of the topics treated are the definition of consumption; laws or principles of consumption; relation of consumption to production; harmful, wasteful, creative and productive consumer demand; standards of living; consumption habits; consumption controls; government regulation; consumer education; consumer and producer cooperatives.

Textbook: *ECONOMICS FOR CONSUMERS* by Leland J. Gordan, 2nd edition, American Book Co., Atlanta, Ga.

134 (130)—SALESMANSHIP. Four hours. Mr. Harlan.

This is a study of sales tactics and methods, giving consideration to the psychology of selling, buying motives, preparations of sales, prospecting, equipment, canvass, securing an interview, approach, demonstration, objections, closing, types of customers, qualifications of salesmen.

Textbook: *SALESMANSHIP* by Fernald, Prentice Hall, Inc., 70 Fifth Ave., New York, N. Y.

166 (115)—BUSINESS LAW I. Four hours. Mr. Harlan.

Fundamental principles of law most frequently involved in business transactions, including contracts, sales, partnerships, master and servant, principal and agent, corporations, negotiable instruments, property, bailments, and common carriers, with the view of enabling business men to avoid litigation.

Textbook: *BUSINESS LAW* by Pomeroy, Southwestern Publishing Co. New York, N. Y.

167 (120)—BUSINESS LAW II. Four hours. Mr. Harlan.

A study of the Uniform Motor Vehicle Acts, the Act Regulating Traffic on the Highways, Operator's and Chauffeur's License Act, Registration Act, Automobile Liability Security Act, and the Anti-Theft Act. Also following as they relate to the automobile: Sales and Bailments, Warranties and Fraud, Conditional Sales and Mortgages, Compulsory Insurance and other types of vicarious liability. Special study on partnership and corporation law.

Textbook: *BUSINESS LAW* by Pomeroy, Southwestern Publishing Co. New York, N. Y.

EDUCATION

20—INTRODUCTION TO EDUCATION. Four hours. Dr. Bigelow.

Primarily for Freshmen. May not be taken above Sophomore year.

An orientation course. Its purpose is two-fold: 1. To introduce students to the different phases of education and psychology, and to prepare them for specialized courses which are to follow. 2. To help students decide in what field they would like to work.

Textbook: **EDUCATION IN A DEMOCRACY** with Revisions by Alonzo F. Myers and Clarence O. Williams, Prentice-Hall, Inc., New York, N. Y., 1947.

101—ARITHMETIC IN THE ELEMENTARY GRADES. Four hours. Miss Jones.

The place of arithmetic in the integrated curriculum; use of tests, both standardized and informal, as a means of measuring results of teaching; acquaintance with the latest experimentation and research in arithmetic. For grades 1-6.

Textbooks: **TEACHING ARITHMETIC IN ELEMENTARY GRADES** by Robert Morton, Revised Edition, published by Silver, Burdett and Co., Chicago, Illinois. Book I is for education 101¹; Book II is for education 101².

107—READING AND ENGLISH IN LOWER ELEMENTARY GRADES. Four hours. Miss Jones.

The first half of the course deals with basic reading problems in primary grades, reading readiness, initial instruction in book reading, vocabulary and word recognition techniques; reading interests and tastes and the appraisal of reading abilities. The second half of the course is given to the aims and problems of English in primary grades; the creative aspect of English, the value of dramatization in teaching English; sentence structure; and the elimination of errors of speech. Special emphasis on spoken English and activities for writing English in those grades.

Textbooks: **TEACHING THE CHILD TO READ** by Bond and Bond, Macmillan Co., Atlanta, Ga.; **HANDBOOK ON THE TEACHING OF ENGLISH** by Miss Emily Jones, Mississippi Southern College, Hattiesburg, Miss.; **IOWA ELEMENTARY TEACHERS HANDBOOK ON READING**, \$.50, and **ORAL AND WRITTEN LANGUAGE**, \$.40, from Department of Public Instruction, Des Moines, Iowa.

109—THE TEACHING OF READING IN THE UPPER ELEMENTARY GRADES. Four hours. Dr. Pellettieri.

A study is made of materials for reading units with emphasis on state adopted texts and supplementary readers; the value of a classroom library in the teaching of reading; the relative importance of silent and oral reading; the development of attitudes, appreciation, habits and skills. Special attention is given to diagnosis of reading deficiencies with suggestions for remedial reading. Use is made of the latest research in reading.

Textbooks: **PROBLEMS IN THE IMPROVEMENT OF READING** by McCullough, Strong and Traxler, McGraw-Hill Book Co., New York, N. Y., and **BETTER ADVANCED READING** by Stone, Webster Publishing Co., St. Louis, Mo.

113—PRINCIPLES OF TEACHING IN HIGH SCHOOL. Four hours. Dr. Bigelow.

The aims of secondary education, motivation and direction of learning, types of learning in the secondary school, organization of

materials of instruction, and teaching techniques.

Textbook: **THE GUIDANCE OF LEARNING ACTIVITIES** by William H. Burton, D. Appleton Century Co., New York, N. Y., 1944.

137—MENTAL HYGIENE. Four hours. Dr. Pellettieri.

Considers the factors in the development of personality, origins of feelings of insecurity, tensions and emotional patterns; habit making and habit breaking; and the understanding of proved techniques useful in cultivating mental health. Each topic is made meaningful by demonstrations, experiments and reviews of clinical cases.

Textbook: **MENTAL HYGIENE** by Mikesell, Stanford University Press, Stanford, California.

143—METHODS AND MATERIALS IN THE ELEMENTARY GRADES. Four hours. Dr. Dowell.

This course will consider the following topics: 1. Materials of teaching in the elementary grades with emphasis on reading in the various fields. 2. A study of the principles of modern education with practical application to the various subjects in the elementary curriculum. 3. The place of social study units in the new curriculum with attention to the integration of those subjects which are needed through use of standardized and informal tests and through the judgment of the teacher.

Textbook: **ELEMENTARY SCHOOL SUBJECTS** by Cole, Rinehart and Co., New York, N. Y.

162—CURRICULUM OF THE SECONDARY SCHOOLS. Two hours. Dr. Landskov.

The nature of the curriculum as determined by actual human needs, purposes and interest of children; survey of current courses of study; principles by which curricula are constantly revised.

Textbook: **DEVELOPING THE SECONDARY SCHOOL CURRICULUM** by J. Paul Leonard, Rinehart & Co., New York, 1946.

163—LABORATORY PROBLEMS IN CURRICULUM CONSTRUCTION. Four hours. Dr. Landskov.

This course is a continuation of Education 162, in which practical problems of curriculum construction are studied through discussion, research, and experimentation.

Textbook: **THE HIGH SCHOOL CURRICULUM** by H. R. Douglass, Ronald Press Co., New York, 1947.

169—TESTS AND MEASUREMENTS. Four hours. Dr. Bigelow.

This course is for Seniors only.

A study of certain typical standardized intelligence results, the organization and use of informal objective tests, diagnosis and remedial measures. A project in testing will be a part of this course, but in case the student cannot carry on a testing experiment, a study of tests may be substituted.

Textbook: **TESTS AND MEASUREMENTS IN THE IMPROVEMENT OF LEARNING** by Ernest W. Tieg, Houghton Mifflin Co., Atlanta, Ga., 1939.

ENGLISH

75—SURVEY OF ENGLISH LITERATURE. Four hours. Mr. Darby.

Textbook: **THE COLLEGE SURVEY OF ENGLISH LITERATURE**, Volume I, by Whiting and others, Harcourt, Brace and Co., New York, N. Y., 1945.

76—SURVEY OF ENGLISH LITERATURE. Four hours. Miss Webb.

Textbook: **THE COLLEGE SURVEY OF ENGLISH LITERATURE**, Volume II, by Whiting and others, Harcourt, Brace and Co., New York, N. Y., 1942.

80—SURVEY OF AMERICAN LITERATURE. Four hours. Miss Olsen.

A survey of the principal landmarks of American literature, against a background of their social, economic, and cultural motivation.

Textbook: **AMERICAN ISSUES**, in two volumes, edited by Willard Thorp, Merle Curti, and Carlos Baker, J. B. Lippincott Co., New York, N. Y., 1944. Volume I: **THE SOCIAL RECORD**; Volume II: **THE LITERARY RECORD**.

GEOGRAPHY

110—GEOGRAPHY OF THE UNITED STATES AND CANADA. Four hours. Miss Bolton.

Open to sophomores, juniors, and seniors.

Textbook: **NORTH AMERICA** by J. Russell Smith, Harcourt, Brace and Co., New York, N. Y.

118—GEOGRAPHY OF SOUTH AMERICA, MEXICO, AND THE CARIBBEAN COUNTRIES. Four hours. Miss Bolton.

A study of Latin America intended to acquaint the student with the geography of regions differing from his own in many respects.

Open to sophomores, juniors, and seniors.

Textbooks: **ECONOMIC GEOGRAPHY OF SOUTH AMERICA** by Whitbeck, McGraw-Hill Book Co., New York, N. Y., and **NORTH AMERICA** by J. Russell Smith, Harcourt, Brace and Co., New York, N. Y.

GOVERNMENT

25—AMERICAN GOVERNMENT. Four hours. Dr. Wilber

This course offers a study in the science of government, particular attention being given to the origin and development of the federal system, and a comparison of this system with those of some of the European countries.

Textbook: **AMERICAN GOVERNMENT AND POLITICS** by Charles A. Beard, Macmillan Co., New York, N. Y., 9th edition.

Supplementary book: **UNITED STATES FOREIGN POLICY; SHIELD OF THE REPUBLIC** by Walter Lippman, Little, Brown and Co., Boston, Mass.

130—STATE GOVERNMENT. Four hours. Dr. Wilber

This course outlines the organization and problems of state government in the United States. The different forms of local government are discussed as parts of the state governmental organization rather than as independent institutions. Specific application will be made to the conditions existing in Mississippi, in trying to obtain a true picture of our own state government.

Textbook: **STATE GOVERNMENT AND ADMINISTRATION** by MacDonald, Thomas Y. Crowell Co., New York, N. Y., 1945 edition.

HEALTH

27—COMMUNITY HYGIENE. Four hours. Dr. Lowrey.

Hygienic measures pertaining to the school and the community.

Textbook: **PERSONAL AND COMMUNITY HYGIENE** by Smiley and Gould, Macmillan Co., New York, N. Y.

79—PERSONAL HYGIENE. Four hours. Dr. Lowrey.

Textbook: PERSONAL AND COMMUNITY HYGIENE by Smiley and Gould, Macmillan Co., New York, N. Y.

125—PROBLEMS OF CHILD HEALTH. Four hours. Dr. Lowrey.

Personal health of the child with emphasis on problems of growth.

Textbook: CHILD DEVELOPMENT by Breckenridge and Vincent, W. B. Saunders Co., Philadelphia, Pa.

HISTORY

27—WORLD CIVILIZATION, 5000 B. C. TO 1650 A. D. Four hours. Dr. Davis.

This course is intended as a survey of world civilization from pre-historic times to the end of the Religious Wars with the Peace of Westphalia in 1648. The main purpose will be to study the trends in the history of the world with particular emphasis on their relation to present day living. While retaining politics as the most obvious strand in the development of human affairs considerably more emphasis than is customary will be placed upon art, science, economics, religion, and thought.

Textbook: CIVILIZATION: PAST AND PRESENT by T. W. Wallbank and A. M. Taylor, Volume I, Scott, Foresman and Co., Atlanta, Ga.

28—WORLD CIVILIZATION SINCE 1650 A. D. Four hours. Dr. Davis.

This course is a continuation of History 27. It covers a time span of approximately the last 300 years. One-half of the work will be devoted to a study of the momentous days of the 20th century with its two great conflicts. Special emphasis will be placed on current events. The same approach to history employed in History 27 will be applied here.

Textbook: CIVILIZATION: PAST AND PRESENT by T. W. Wallbank and A. M. Taylor, Volume II, Scott, Foresman and Co., Atlanta, Ga.

61—AMERICAN HISTORY TO 1800. Four hours. Miss Jackson.

This course is designed to give the student a survey of our political, social, and economic history to 1800.

Textbook: THE FEDERAL UNION by John D. Hicks, Houghton Mifflin Co., Atlanta, Ga.

Supplementary book: Either THE YOUNG JEFFERSON by Bowers, Houghton Mifflin Co., Atlanta, Ga., or COLONIAL FOLKWAYS by Andrews, Chronicles of America Series, Yale University Press, New Haven, Conn.

62—AMERICAN HISTORY, 1800 TO 1875. Four hours. Miss Jackson.

A continuation of History 61 beginning with the Republican Revolution in 1800 and going through the reconstruction period.

Textbooks: THE FEDERAL UNION by John D. Hicks and THE AMERICAN NATION by John D. Hicks, Houghton Mifflin Co., Atlanta, Ga.

63—AMERICAN HISTORY SINCE 1875. Four hours. Miss Jackson.

A continuation of History 62. This course begins with the close of the reconstruction era and brings the survey down to the present.

Textbook: THE AMERICAN NATION by John D. Hicks, Houghton Mifflin Co., Atlanta, Ga.

Supplementary book: THE AUTOBIOGRAPHY OF WILLIAM ALLEN WHITE, Macmillan Co., New York, N. Y.

129—RECENT AMERICAN FOREIGN RELATIONS. Four hours. Dr. Wilber.

A continuation of History 128. Covers the period from 1865 to the present. Special emphasis is given to imperialism, the World War, the League of Nations, and the World Court as they affect the United States.

Textbook: *A DIPLOMATIC HISTORY OF THE AMERICAN PEOPLE* by Thomas A. Bailey, F. S. Crofts and Co., 101 Fifth Ave., New York, N. Y.

140—CIVIL WAR. Four hours. Dr. Fortune.

An intensive study of the period 1861-1865.

Textbook: *THE CIVIL WAR AND RECONSTRUCTION* by J. G. Randall, D. C. Heath and Co., Atlanta, Ga.

185—HISTORY OF THE OLD SOUTH. Four hours. Dr. Fortune.

A reading, research, and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention given to slavery, life on the plantation, manners, and customs.

Textbooks: *THE OLD SOUTH* by R. S. Cotterill, Arthur H. Clark and Co., Glendale, Calif., 1936 edition; *A GENTLEMAN OF THE OLD NATCHEZ REGION: BENJAMIN L. C. WAILES* by Charles S. Snyder, Duke University Press, Durham, N. C.; and *LIFE AND LABOR IN THE OLD SOUTH* by U. B. Phillips, Little, Brown and Co., Boston, Mass.

MATHEMATICS

31—COLLEGE ALGEBRA. Four hours. Mr. Jones.

A first course in college algebra.

Textbook: *COLLEGE ALGEBRA* by Rietz and Crathorne, Henry Holt and Co., New York, N. Y.

32—COLLEGE ALGEBRA. Four hours. Mr. Phillips.

A second course in college algebra and continuation of 31.

Textbook: *COLLEGE ALGEBRA* by Rietz and Crathorne, Henry Holt and Co., New York, N. Y.

35—PLANE TRIGONOMETRY. Four hours. Mr. Jones.

Textbook: *PLANE AND SPHERICAL TRIGONOMETRY* by Paul A. Rider, Macmillan Co., New York, N. Y., 1942.

75—ANALYTIC GEOMETRY. Four hours. Mr. Jones

Prerequisite: Mathematics 35.

Textbook: *ANALYTIC GEOMETRY* by Clyde E. Love, Macmillan Co., New York, N. Y., 1941.

76—ANALYTIC GEOMETRY. Four hours. Mr. Jones.

Prerequisite: Mathematics 75. This is a continuation of 75.

Textbook: *ANALYTIC GEOMETRY* by Clyde E. Love, Macmillan Co., New York, N. Y., 1941.

131—THE TEACHING OF HIGH SCHOOL MATHEMATICS. Four hours. Mr. Phillips.

This course should be taken after the student has finished as much as is possible of his training in mathematics. This course is designed to give the student some knowledge of the foundation on which mathematics is built, the aims and purposes of teaching it in

the high school, curriculum problems, the organization and presentation of subject matter, methods of teaching, and methods of testing.

Textbook: **THE TEACHING OF SECONDARY MATHEMATICS** by Butler and Wren, First edition, McGraw-Hill Book Co., New York, N. Y.

138—THE HISTORY OF MATHEMATICS. Four hours. Mr. Phillips.

Textbook: **A SHORT HISTORY OF MATHEMATICS** by Sanford, Houghton Mifflin Co., Atlanta, Ga.

PHYSICAL EDUCATION

56—HISTORY OF PHYSICAL EDUCATION. Two hours. Miss Watkins.

A study of physical education from the days of primitive man to the present.

Textbook: **A BRIEF HISTORY OF PHYSICAL EDUCATION** by E. A. Rice, Revised edition, A. S. Barnes and Co., New York, 1939.

70—INTRODUCTION TO PHYSICAL EDUCATION. Four hours. Miss Watkins.

Textbook: **INTRODUCTION TO PHYSICAL EDUCATION** by Jackson R. Sharmon, A. S. Barnes and Co., 67 W. 44th St., New York, N. Y.

100a—COACHING FOOTBALL. Two hours. Dr. McCarver.

Textbook: **FOOTBALL—NAVY MANUAL**, A. S. Barnes and Co., New York, N. Y.

100b—COACHING BASKETBALL. Two hours. Dr. McCarver.

Textbook: **BASKETBALL—NAVY MANUAL**, A. S. Barnes and Co., New York, N. Y.

100c—COACHING BASEBALL. Two hours. Dr. McCarver.

Textbook: **BASEBALL—NAVY MANUAL**, A. S. Barnes and Co., New York, N. Y.

151—PHYSICAL EDUCATION IN THE HIGH SCHOOL. Four hours. Mr. Switzer.

Textbook: **METHODS IN PHYSICAL EDUCATION** by Kozman, Cassidy and Jackson, W. B. Saunders Co., Philadelphia, Pa.

190—ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. Four hours. Dr. McCarver.

A study of the scope of the program and related administrative problems.

Textbook: **ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION** by Williams and Brownell, W. B. Saunders and Co., Philadelphia, Pa.

PSYCHOLOGY

65—ELEMENTARY PSYCHOLOGY. Four hours. Mr. Freeny.

A course in which the customary topics of adult human psychology are studied. Readings and discussions. A core requirement for all degrees.

Textbook: **PSYCHOLOGY AND LIFE** by Floyd L. Ruch, Scott, Foresman and Co., Atlanta, Ga., 1941 edition.

116—CHILD PSYCHOLOGY. Four hours. Mr. Freeny.

Prerequisite: Psychology 65.

A course which studies genetically the child's various capacities

and tendencies from their innate beginning up to their complicated manifestations in late childhood.

Textbook: CHILD PSYCHOLOGY by Morgan, Farrar and Rinehart, Inc., New York, N. Y., 1942.

119—EDUCATIONAL PSYCHOLOGY FOR HIGH SCHOOL TEACHERS. Four hours. Dr. Sumrall.

Prerequisite: Psychology 65.

This course covers the general principles of psychology as applied to the education of high school pupils. Important aspects of adolescent psychology and educational psychology.

Textbooks: EDUCATIONAL PSYCHOLOGY by Mursell, W. W. Norton and Co., New York, and PSYCHOLOGY OF ADOLESCENCE by Luella Cole, Farrar and Rinehart, Inc., New York, N. Y., 1948 edition.

SCIENCE

145—THE TECHNIQUE OF TEACHING SCIENCE. Four hours. Mr. Frazier.

Prerequisite: At least three years of major subject completed and a course in secondary education.

Desirable conditions: Access to a professional library having recent books and current periodicals in the area of Science Education. Teaching of one or more classes in science at the secondary level.

This course is designed for majors in one or more fields of the Natural Sciences who expect to teach in the secondary schools. It gives consideration to the philosophy of the sciences and the scientific method, the philosophy and methods of teaching the sciences, the selection, organization, and presentation of subject matter of General Science, Biology, Chemistry, and Physics. Rating of textbooks, collecting library material, use of audio-visual aids, and the organization of laboratories, as well as the using of local materials and field work will be given attention.

Textbooks: MODERN METHODS AND MATERIALS FOR TEACHING SCIENCE by Heiss, Obourn, and Hoffman, published by Macmillan Co., New York, N. Y., and 46th NSSE Yearbook, Part I, SCIENCE EDUCATION IN AMERICAN SCHOOLS, by University of Chicago Press, Chicago, Ill.

SOCIOLOGY

75—RURAL SOCIOLOGY Four hours. Mr. Campbell.

This course is a study of rural society; its people, structure, institutions, processes and relations to urban society.

Textbook: ELEMENTS OF RURAL SOCIOLOGY by Sims, Revised edition, Thomas Y. Crowell Co., New York, N. Y.

128—CRIMINOLOGY. Four hours. Mr. Campbell.

Prerequisite: Sociology 63 or 122 or consent of the instructor.

This course is a comprehensive treatment of crime, criminals, punishments, and prisons. Special stress is laid on the history of our ideas on crime, criminals and punishments and upon the methods whereby such ideas have been applied. A synthesis of existing knowledge and practices in the field supplies the basis for suggestions as to the desirable future reforms in the repression of crime and the treatment of criminals.

Textbook: CRIMINOLOGY by Barnes and Teeters, Prentiss Hall, Inc., New York, N. Y.

MISSISSIPPI SOUTHERN COLLEGE

DEPARTMENT OF EXTENSION

Hattiesburg, Miss.

Date _____

APPLICATION FOR CORRESPONDENCE STUDY

1. Your name { Miss _____
Mrs. _____
Mr. _____ } Date of Birth _____
Race _____ Color _____
2. Mailing address _____ County _____
Permanent home address _____ County _____
3. Name of course you desire _____
Number _____ Credit Hours _____
4. Were you ever registered in M.S.C.? _____ Qr. Hr. Credits _____
5. Did you ever attend M.S.C. Summer School? _____ If so, what year _____
6. Have you taken correspondence work at M. S. C.? _____
If so, when? _____ What courses _____
7. Under what name were you registered? _____
8. Are you a H. S. graduate? _____ If so, when? _____
What school _____
9. Are your high school units filed at our Registrar's Office? _____
10. Have you any college credits? _____ If so, how many? _____
What college? _____
11. For what certificate or degree are you working? _____
12. What course or courses have you had which you think may serve as pre-requisites to the course you here request? _____
13. Are you NOW taking work with ANY other college? _____
If so, what work? _____ What college? _____
14. Have you ever taught school? _____ What years? _____
Grades or subjects? _____
15. Are you now teaching? _____ If so, what school? _____
What grade or subjects? _____
16. Amount herewith enclosed for fee (\$ _____). Send by Money Order only. Please give names of others who may be interested in correspondence or class extension work:
Name _____
Address _____
Name _____
Address _____
Name _____
Address _____
Name _____
Address _____

NOTE: 1—Duplicates of this blank will be sent upon request.

2—Fees are not returnable after lesson assignments have gone out of correspondence office.

MISSISSIPPI SOUTHERN COLLEGE

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5. Did you ever attend M.S.C. Summer School? _____ If so, what year _____
6. Have you taken correspondence work at M. S. C.? _____
If so, when? _____ What courses _____
7. Under what name were you registered? _____
8. Are you a H. S. graduate? _____ If so, when? _____
What school _____
9. Are your high school units filed at our Registrar's Office? _____
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What college? _____
11. For what certificate or degree are you working? _____
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13. Are you NOW taking work with ANY other college? _____
If so, what work? _____ What college? _____
14. Have you ever taught school? _____ What years? _____
Grades or subjects? _____
15. Are you now teaching? _____ If so, what school? _____
What grade or subjects? _____
16. Amount herewith enclosed for fee (\$ _____). Send by Money Order only. Please give names of others who may be interested in correspondence or class extension work:

Name _____

Address _____

Name _____

Address _____

Name _____

Address _____

Name _____

Address _____

NOTE: 1—Duplicates of this blank will be sent upon request.
2—Fees are not returnable after lesson assignments have gone out of correspondence office.

MISSISSIPPI SOUTHERN COLLEGE

"The Friendly College of South Mississippi"

STATION A, HATTIESBURG, MISS.

Member of

The Southern Association of Colleges and Secondary Schools

The American Association of Teachers' Colleges

The National Association of Schools of Music

The American Council on Education

LOCATION: Mississippi Southern College is in the center of South Mississippi, conveniently located almost equidistant from Jackson, Meridian, Gulfport and McComb. The buildings are new, clean, and modern in a beautiful setting, with pine trees, water oaks, azaleas, camellias, a sunken garden, and a tropical lagoon.

COURSES OF INSTRUCTION: Courses leading to the B.S., B.A. and the M.A. degrees are offered. Courses are offered in Education of Teachers, Science and Mathematics, Home Economics, Music and Art, Commerce and Business, Social Studies, Health and Physical Education, Languages, English, Speech, Journalism, Industrial Arts, Library Science, Pre-Medicine, Pre-Law, Pre-Engineering and Medical Technician. Graduate courses are offered in Administration, Secondary Education, Elementary Education, Physical Education, and Music.

OPPORTUNITIES FOR VETERANS: Courses for Veterans are available in all of the college fields. An intensive course for Homemakers is offered. Opportunities for making up high school units will be given to Veterans.

RECREATIONAL OPPORTUNITIES: Concrete tennis courts, a swimming pool, a nine-hole golf course, a gymnasium, tours to New Orleans, deep sea fishing on the coast, lectures, dances and intra-mural sports are available for recreation.

MEETING THE NEEDS OF TEACHERS AND SUPERINTENDENTS: Teachers working on degrees may complete sixteen weeks of work by enrolling on April 25th and continuing through the Summer Quarter. Courses in the elementary and secondary fields will be offered to both teachers and administrators. A Health Workshop and a Reading Clinic and many other workshops and conferences will be held during the Summer Quarter.

COURSES OFFERED BY CORRESPONDENCE

Commerce

- 55 Principles of Economics, Harlan
- 107 Economics of Consumption, Harlan
- 134 Salesmanship, Harlan
- 166 Business Law I, Harlan
- 167 Business Law II, Harlan

Education

- 20 Introduction to Education, Bigelow
- 101 Arithmetic in the Elementary Grades, Jones
- 107 Teaching of Reading and English in Lower Elementary Grades, Jones
- 109 Teaching of Reading in the Upper Elementary Grades, Pellettieri
- 113 Principles of Teaching in High School, Bigelow
- 137 Mental Hygiene, Pellettieri
- 143 Methods and Materials in the Elementary Grades, Dowell
- 162 Curriculum of the Secondary Schools, Landskov
- 163 Laboratory Problems in Curriculum Construction, Landskov
- 169 Tests and Measurements, Bigelow

English

- 75 Survey of English Literature, Darby
- 76 Survey of English Literature, Webb
- 80 Survey of American Literature, Olsen

Geography

- 110 Geography of United States and Canada, Bolton
- 118 Geography of South America, Mexico, and the Caribbean Countries, Bolton

Government

- 25 American Government, Wilber
- 130 State Government, Wilber

Health

- 27 Community Hygiene, Lowrey
- 79 Personal Hygiene, Lowrey
- 125 Problems of Child Health, Lowrey

History

- 27 World Civilization, 5000 B. C. to 1650 A. D., Davis
- 28 World Civilization Since 1650 A. D., Davis
- 61 American History to 1800, Jackson
- 62 American History, 1800 to 1875, Jackson
- 63 American History Since 1875, Jackson
- 129 Recent American Foreign Relations, Wilber
- 140 Civil War, Fortune
- 185 History of the Old South, Fortune

Mathematics

- 31 College Algebra, Jones
- 32 College Algebra, Phillips
- 35 Plane Trigonometry, Jones
- 75 Analytic Geometry, Jones
- 76 Analytic Geometry, Jones
- 131 The Teaching of High School Mathematics, Phillips
- 138 The History of Mathematics, Phillips

Physical Education

- 56 History of Physical Education, Watkins
- 70 Introduction to Physical Education, Watkins
- 100a Coaching Football, McCarver
- 100b Coaching Basketball, McCarver
- 100c Coaching Baseball, McCarver
- 151 Physical Education in the High School, Switzer
- 190 Organization and Administration of Health and Physical Education, McCarver

Psychology

- 65 Elementary Psychology, Freeny
- 116 Child Psychology, Freeny
- 119 Educational Psychology for High School Teachers, Sumrall

Science

- 145 The Technique of Teaching Science, Frazier

Sociology

- 75 Rural Sociology, Campbell
- 123 Criminology, Campbell